

**THE LEARNING EXPERIENCES OF STUDENTS IN USING  
“ENGLISH SPEAKING PRACTICE APPLICATION” AS A  
SUPPORTING TOOL TO IMPROVE THEIR SPEAKING FLUENCY**

**A FINAL PROJECT**

**Presented as Partial Fulfillment of the Requirements**

**to Obtain the *Sarjana Pendidikan* Degree**

**in English Education**



**written by :**

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**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE**

**SULTAN AGUNG ISLAMIC UNIVERSITY**

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PAGE OF APPROVAL

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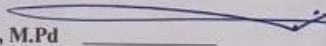
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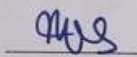
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Defended before the Board of Examiners  
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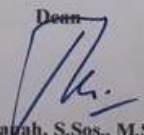
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### STATEMENT OF WORK'S ORIGINALITY

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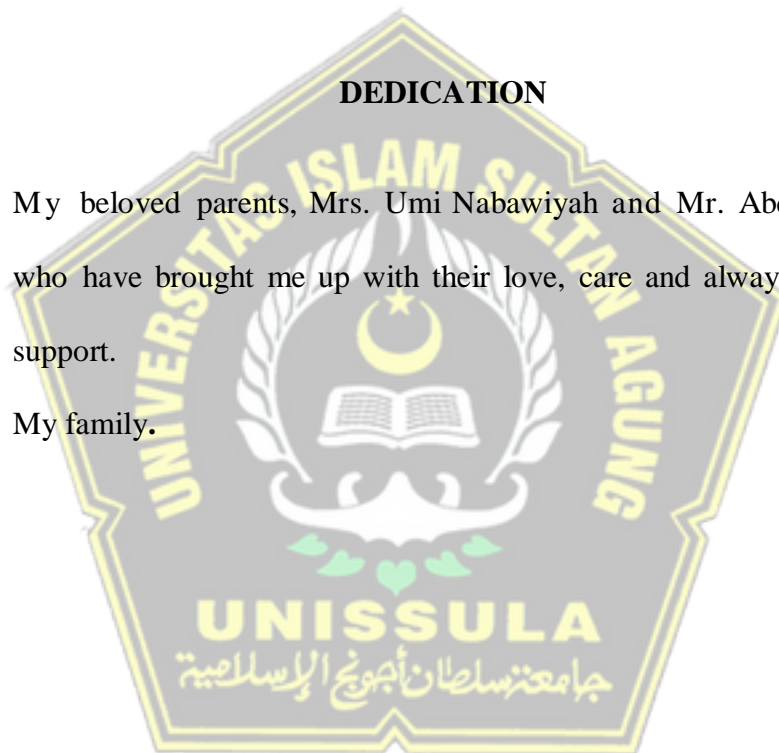
## MOTTO

Allah will raise those who have believe among you  
and those who were given knowledge, by degrees.

Al-Mujadilah (11)

## DEDICATION

- My beloved parents, Mrs. Umi Nabawiyah and Mr. Abdul Basith who have brought me up with their love, care and always give me support.
- My family.



## ABSTRACT

Mustafidah, Rima Zahrotul. 2023. "The Learning Experiences of Students in Using "English Speaking Practice Application" as A Supporting Tool to Improve Their Speaking Fluency" A Final Project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University, Advisor: Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

English is an international Language that is very important to learn. Even though learning English has been done since elementary school, many students need more confidence when speaking English. To solve the difficulty of speaking English that students experience, the solution that can be done is to practice their English speaking fluency. One of good efforts that can be used to develop students' abilities is to utilize technology. Student's experiences in using technology in learning are important to be explored. English Speaking Practice is an application that can be used as a tool to improve students' speaking fluency in English. The purpose of this study was to explore students' learning experiences in using "English Speaking Practice Application" as a supporting tool to improve their speaking fluency. This study used interview with a qualitative descriptive approach. This study focused on high school students in class XI 3 of Glorious School. The total of students in this study were 34 students for observation process. Then, 12 students were selected with purposive sampling as the sample for the interview process. The sample were interviewed to gather information related to their experiences in using the application. On the interviews, it was found the students' learning experiences of using this application, there were more advantages than disadvantages in improving their speaking fluency in using English Speaking Practice Application as a supporting tool to improve their speaking fluency. Based on students' learning experiences, the application was able to improve their English speaking fluency.

Keywords: english speaking practice application, students' learning experiences, speaking fluency.

## INTISARI

Mustafidah, Rima Zahrotul. 2023. "Pengalaman Belajar Siswa dalam Menggunakan "Aplikasi Latihan Berbicara Bahasa Inggris" sebagai Alat Pendukung untuk Meningkatkan Kefasihan Berbicara" Tugas Akhir. Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung, Pembimbing: Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

Bahasa Inggris merupakan bahasa internasional yang sangat penting untuk dipelajari. Meskipun belajar Bahasa Inggris sudah dilakukan sejak sekolah dasar, banyak siswa yang membutuhkan kepercayaan diri lebih saat berbicara Bahasa Inggris. Untuk mengatasi kesulitan berbicara Bahasa Inggris yang dialami siswa, solusi yang dapat dilakukan adalah dengan melatih kefasihan berbicara Bahasa Inggris mereka. Salah satu upaya yang baik yang dapat digunakan untuk mengembangkan kemampuan siswa adalah dengan memanfaatkan teknologi. Pengalaman siswa dalam menggunakan teknologi dalam pembelajaran menjadi hal yang penting untuk digali. English Speaking Practice merupakan salah satu aplikasi yang dapat digunakan sebagai alat untuk meningkatkan kefasihan berbicara bahasa Inggris siswa. Tujuan dari penelitian ini adalah untuk mengeksplorasi pengalaman belajar siswa dalam menggunakan "Aplikasi English Speaking Practice" sebagai alat pendukung untuk meningkatkan kefasihan berbicara mereka. Penelitian ini menggunakan metode wawancara dengan pendekatan deskriptif kualitatif. Penelitian ini difokuskan pada siswa SMA kelas XI 3 Glorious School. Total siswa dalam penelitian ini adalah 34 siswa untuk proses observasi. Kemudian, 12 siswa dipilih secara purposive sampling sebagai sampel untuk proses wawancara. Sampel diwawancarai untuk mengumpulkan informasi terkait pengalaman mereka dalam menggunakan aplikasi. Dari hasil wawancara, ditemukan pengalaman belajar siswa dalam menggunakan aplikasi ini, terdapat lebih banyak keuntungan daripada kerugian dalam meningkatkan kefasihan berbicara mereka dalam menggunakan Aplikasi Latihan Berbahasa Inggris sebagai alat pendukung untuk meningkatkan kemampuan berbahasa Inggris mereka.

Kata Kunci: aplikasi english speaking pactice, kefasihan berbicara, pengalaman belajar siswa.

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Hopefully this research will be useful and beneficial for others.

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Semarang, 25<sup>th</sup> August 2023



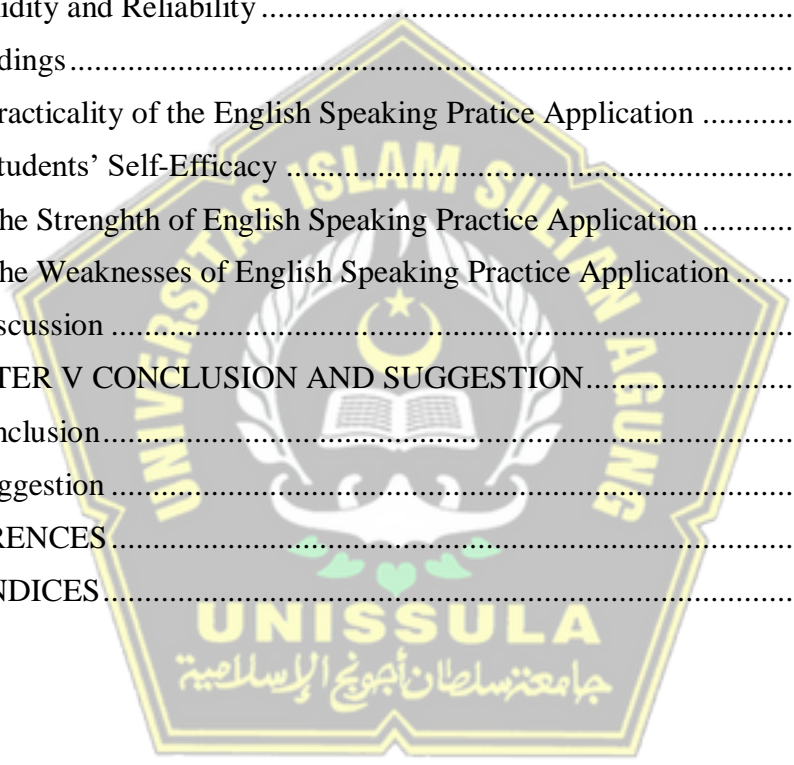
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# CHAPTER I

## INTRODUCTION

This chapter discussed about the Background of the Study, the Reasons for Choosing the Topic, The Research Question, the Objective of the Study, the Limitations of the Study, the Significance of the Study, the Definition of Key Terms, and the Outline of the Study.

### 1.1. Background of the Study

English is an international language that is very important to learn. It also applies in Indonesia. English is one of the subjects taught to students from elementary to tertiary level Andreani & Ying (2019); Chang et al., (2020); Nuraenah et al., (2019). Furthermore, many parents provide additional tutoring after school hours for their children to learn English. Besides, English is a popular language to learn. It can facilitate communication with foreigners because they also learn English on average. Many books of knowledge, research and websites use English. Learning English will make it easier for us to get various knowledge. Even now, fluency in mastering English is an added value for someone to register in many organizations or jobs.

Even though learning English has been done since elementary school, many students need more confidence when speaking English. The thing that students are afraid of is when they need help pronouncing words fluently. Even students stutter while speaking English. So, in the end, they hesitated and did not continue what they wanted to say. This condition often makes students

anxious and doubtful about speaking English Putri, (2020). Regrettably, students miss the opportunity to learn to speak English fluently.

Generally, high school level students have a more mature mindset than elementary and junior high school students. Students who are at the high school education level are more able to think about the consequences of the actions they take. With a more mature mindset, students should also be able to overcome the anxiety they feel when they have not been able to master English speaking fluency. However, many students actually avoid and are reluctant to learn because they find it difficult to have fluency in speaking English. In fact, after graduation they faced the world of education or work that requires many skills in speaking English. In conclusion, despite their generally more mature mindset, some high school students still struggle with English speaking fluency, which can be a significant challenge when entering the world of education and work that demands strong English language skills.

By looking to the difficulty of speaking English that students experience, the solution that can be done is to practice English speaking fluency Kartikasari & Rerung (2016). By learning to practice fluency, students will become more accustomed and more fluent in pronouncing sentences in English. English speaking skills for students are basic skills that can be gained from the speaking practice performed. Speech fluency requires a process that takes place continuously Permana (2021). Good communication will be produced when students are accustomed to practice speaking skills. Repetition of words will also provide more memory for students.

Many studies discussed on learners' fluency, the goal was to find out effective techniques to help students improve their fluency Kartikasari & Rerung (2016). A study stated that interesting topics are needed to increase students' desire to learn speaking Nótin & Ware, (2020). Not only the exciting topic but also the students need several options because an individual has different interests. Another study found that students admitted to do not have enough opportunities to develop their fluency in the classroom Shahini & Shahamirian, (2017). In conclusion, these studies highlighted the importance of both engaging topics and diverse options in enhancing students' fluency, emphasizing the need for more opportunities within the classroom setting.

One of the good efforts that can be used to develop students' abilities is to utilize technology Abdusalomovna (2020); Almulla (2020). The use of technology can provide opportunities for students to learn more even when they are not in class. Students who feel they haven't had many opportunities to learn speaking fluency can practice repeatedly with technology until they can improve their ability English learners can practice Taqwa & Sandi, (2019). The students are being able to express themselves to practice English fluency. Often the students need more motivation to learn Speaking fluency because of the immediate blame classmates. As a result, the students no longer continue to study because they feel uncomfortable. With the existence of technology, they can learn wherever and whenever.

Andra Prayudi et al., (2021)state that technology is needed to improve teaching and learning. Technology has developed into a tool that helps the



world of education. Technology today is widely desired to be applied to support the achievement of learning objectives Nugroho & Sakhiyya, (2022). Starting from material information on the internet to making learning applications. With various types of technology-based learning media, students can use them to practice their abilities, including improving English speaking fluency.

Previous studies provided some techniques that can be used in an effort to improve speaking fluency using technology. Now technology has also been chosen as an additional tool for teaching to achieve learning goals and improve students' speaking competence Sosas (2021). One application that students can use to practice and develop their fluency in speaking is the “English Speaking Practice” application. This application has various features to make it easier to learn fluency, namely: conversation, listening, quiz, practice and recording.

Much research has been conducted to improve the quality of education through technology, such as Modern Technologies in Improving the Quality of Teaching Abdusalomovna (2020) and study on the Effect of Modern Educational Technology on Quality Education Sun (2017). However, this research is rarely carried out to explore student experiences, so research on this matter is important to do. By knowing students' experiences after using technology to learn, we can find out what students feel.

## **1.2.Reasons for Choosing the Topic**

English learning has been implemented in high schools for a long time, but the results have not been optimal and monotonous until now. The problem is often encountered. For example, the students need help speaking English due to

many factors such as the learning environment, teachers, school support regarding the availability of labs and limited teaching platforms.

However, many previous studies have also reviewed the limitations of the teaching platform. Silalahi et al., (2022) write that the English learning platform's limitations affected students' mastery. It also gives students a need for more opportunities to practice. Nugroho & Sakhiyya (2022), students quickly get bored when they have to follow student learning with a limited platform and for a long time in online learning. It made students choose other activities even though the class was in progress. The limitations experienced by students need to be evaluated Supriatna (2023). With the platform difficulties experienced by students, various studies were carried out. Ajisoko (2020) discussed using Duolingo to increase students' vocabulary. Other studies also use technology-based platforms for English learning activities Fan et al., (2023); Sri Redjeki et al., (2022); Winans, (2020). In summary, previous studies highlighted the constraints of teaching platforms, emphasizing their impact on students' learning experiences and the need for evaluating and enhancing these platforms to maintain student engagement and effectiveness in English learning.

The platform they use to support the English learning process is good, but from many studies, the "English Speaking Practice" application has never been discussed. This application offers many menus and this is very easy to use to help students improve their speaking fluency. This study aims to explore how useful the application and student experience are. Then teachers can use the data to improve the quality of teaching.



Students' experiences in using technology in learning are important to be explored. As a result, teachers can understand how students feel about using technology and know what to do next, especially for high school students who already use technology in everyday life, including learning English speaking fluency.

English Speaking Practice is an application that students can use to learn to practice their fluency in English. This application can be installed by students for free. There are many interesting topics that students can choose to train their fluency in speaking English. Moreover, this application is also effortless to use. According to the discussion above, the researcher was interested in conducting the research entitled The Learning Experiences of Students in Using “English Speaking Practice Application” as A Supporting Tool to Improve Their Speaking Fluency.

### **1.3. Research Question**

Based on the explanation above, this research tried to answer the following question: What are the students' learning experiences in using “English Speaking Practice Application” as a supporting tool to improve their English speaking fluency?”

### **1.4. Objective of the Study**

The objective of the study was to explore the students' learning experiences in using “English Speaking Practice Application” as a supporting Tool to improve English speaking fluency.

### **1.5. Limitations of the Study**

This study focused on students' learning experiences in using "English Speaking Practice" as supporting tool to improve their fluency in speaking English. The focus point of this research was on students' fluency which was obtained from the experience of using the online learning application "English Speaking Practice". This study was limited to the students' experiences because although there has been a lot of learning done with various strategies and techniques, student experiences were rarely exported. Even though by knowing the experiences of students, educators will know more about what steps must be taken to optimize learning.

This study was conducted in eleventh grade at a Gloripous School. With the implementation of the Independent Curriculum at this school, teachers were given the flexibility to create quality learning that suits students' needs and learning environment. Due to the growth of increasingly advanced technology, simple learning applications can be used to meet these needs. This school has implemented the use of learning tool to support the learning process, even though the learning tools used are still limited and need to be exported again.

Qualitative data used to compile the results of this study as it is more appropriate. The qualitative data includes opinions, perceptions, or other qualitative descriptions. In contrast, quantitative data that describes numerical properties such as size, number, percentage, and ratio is unsuitable for this study.

## 1.6. Significance of the study

This study may have significance as follows:

### 1. Pedagogical Significance

If the results of this study show positive things related to teaching and learning activities, then it is hoped that this platform can be used to support teaching and learning activities in English. The result of this research is also expected to show students' experiences using English talk as medium to improve English speaking fluency. By knowing it, the teachers will have consideration and overview of what students need to improve their speaking fluency using technology. Thus, teachers can identify what they should do next because the experience that students have in learning needs to be considered and explored.

### 2. Practical Significance

"English Speaking Practice" application can be used by teachers as an alternative in English learning process especially in fluency. The teacher will know the experience in using English Speaking applications as medium to improve students' English fluency. Therefore, it can inspire teachers to use good technology strategies for their students' fluency in speaking English. Teachers will be able to evaluate what students need to support the achievement of learning objectives.

Then, students will gain experience related to the development of their fluency. This application may support students to study independently because the "English Speaking Practice" app is very

simple to use, and they can easily access it. They can use it anywhere and anytime. Moreover, this application is already available on Android and iOS for free. Students will realize their experience in using it. Then, students can convey their experiences and opinions, which can train students to think critically and responsively. By conducting this research, students also have the opportunity to learn fluency in speaking English.

In addition, students' experiences in using English Speaking Applications to increase their fluency can be used to develop platform models because students will directly know the advantages and disadvantages. App developers can also create better similar apps. Then, the further researcher can get new knowledge and make this research a reference for further learning.

### **1.7. Definition of Key Terms**

#### **1. Learning Experience**

A learning experience refers to any situation or activity in which an individual acquires knowledge, skills, or understanding through direct or indirect interaction with information, concepts, or the environment. These experiences can take place in formal educational settings, such as classrooms, or informally through everyday life encounters. Learning experiences contribute to personal and professional growth by fostering the acquisition of new information or the refinement of existing knowledge and skills.

## 2. English Speaking Practice Application

Various applications can be used to learn English. One of the applications for learning speaking fluency is English Speaking and Listening Application by English Talk. This application helps students improve their speaking fluency with the menus provided. This application has menus such as conversations, listening, quizzes, exercises and recordings. This application can be easily installed via smartphone for free Rama et al., (2022).

## 3. Speaking Fluency

Speaking Fluency refers to the ability to communicate with a natural flow. It means speaking a language smoothly and naturally without hesitating or stumbling over words. Fluency can be seen as a dynamic and complex process involving linguistic competence and cognitive, social, and emotional factors. According to recent research, fluency can be enhanced by practicing authentic and meaningful communication, receiving feedback, and engaging in reflective and self-regulated learning Mercer & Ryan, (2020).

### 1.8. Outline of The Study

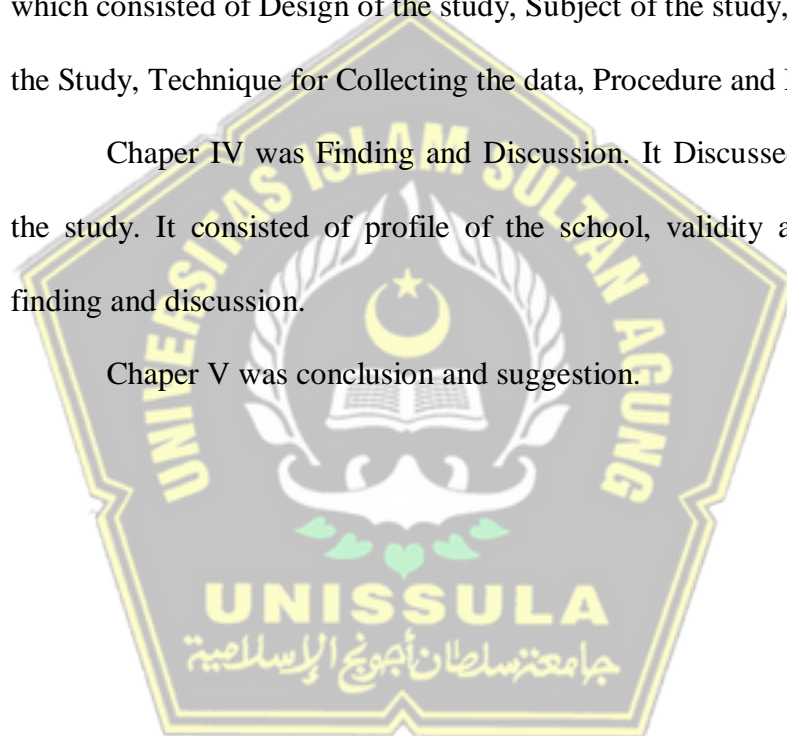
Chapter I was the introduction that consisted of the background of the study, the reason for choosing the topic, the research question, the objective of the study, the limitation of the study, the significance of the study, the definition of key terms and outline of the study.

Chapter II was a review of related literature. It discussed literature related to the topic of discussion, which consists of technology in ELT, English Speaking Practice Application by Talk English, learning experience, technology in education, technology in improving English language learners, speaking fluency, and review of the previous studies.

Chapter III was method. This chapter presented method of the study which consisted of Design of the study, Subject of the study, Instrument of the Study, Technique for Collecting the data, Procedure and Data Analysis.

Chapter IV was Finding and Discussion. It Discussed the result of the study. It consisted of profile of the school, validity and reliability, finding and discussion.

Chapter V was conclusion and suggestion.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some related literatures to support the study. It discusses Technology in English Learning Teaching (ELT), English Speaking Practice Application by Talk English, Learning Experience, Technology in Education, Technology in Improving English Language Learners, Speaking Fluency, and Review of the Previous Studies.

#### 2.1. Technology in English Learning Teaching (ELT)

There are numerous online platforms available that provide language learners with access to interactive language lessons, exercises, and activities. These platforms often use artificial intelligence and machine learning algorithms to personalize the learning experience for each individual learner. Technology allows ELT teachers to incorporate multimedia resources such as videos, podcasts, and online articles into their lessons. These resources can make language learning more engaging and interactive, while also providing learners with exposure to authentic language use Dev Adhikari, (2022). Thus, incorporating these advanced technologies and multimedia resources into language learning enhances engagement and authenticity, revolutionizing the way we acquire new languages

Technology has also made it easier for ELT teachers to assess their learners' progress. Digital assessment tools such as online quizzes and tests can provide immediate feedback to learners and enable teachers to track their learners' progress over time. Technology has made it possible for ELT learners to communicate with

other learners and native speakers of the target language from around the world. This can provide learners with valuable opportunities to practice their language skills in real-life contexts. There are many mobile apps available that are designed to help language learners improve their skills. The applications often use gamification techniques to make language learning more fun and engaging. In conclusion, technology has revolutionized English Language Teaching (ELT) by facilitating assessment, global communication, and interactive learning through innovative mobile application and gamification.

Technology has had a significant impact on the way English Language Teaching is conducted. While technology cannot replace the value of face-to-face interaction between learners and teachers, it can enhance the learning experience and provide learners with additional opportunities to practice their language skills Abdusalomovna, (2020). In summary, technology's role in English Language Teaching is undeniable, as it complements traditional methods and enriches the overall learning journey.

## **2.2. English Speaking Practice Application by Talk English**

English Speaking Practice is an application developed by Talk English, a developer of applications for learning English. Talk English has made ten applications including English Speaking Practice, English Listening, English Grammar Book, Basic English for Beginners, Talk English Offline, The SKESL System, *Latihan Percakapan Bahasa Inggris*, *Belajar Kosa-Kata Inggris*, *Belajar Bahasa Inggris*, dan *Pemutar Percakapan Bahasa Inggris*.



All of these applications are intended to make it easier for users to learn English using technology following the rapid development of the times that impact the field of education Ketut Sudarsana et al., (2019). The use of this technology is considered necessary even in carrying out daily learning. We often encounter the use of information and technological developments in education Permatasari et al., (2022). In conclusion, the integration of technology in English language learning is crucial in today's rapidly evolving educational landscape, as highlighted by the works.

English Speaking Practice by Talk English was created to help users improve their English speaking fluency by training English speaking users using an interactive conversation practice tool. In addition, this application provides English conversation for beginners and business beginners. This application can help users to improve fluency and confidence. Speaking fluency will increase the confidence to convey their opinions. Therefore, this application is good for users who want to improve their English speaking fluency.

On the Home page, there are two categories, namely Beginner English Conversation and Basic Business Conversation. Each of these categories has topics consisting of English Conversation. Each subcategory has 20 conversations that can be learned by users. In each conversation, users can choose to Listen, Quiz, and Practice. Firstly, in the Listen part, users can listen to a conversation and read the script. Secondly, in the Quiz part, users can check their understanding regarding the audio they listen to and the script they read. Thirdly, in the Record part, users can record their voices based on the script provided. Users can save their recordings in the application.

### 2.3. Learning Experience

The learning experience is a series of activities and events experienced by each individual, especially students in the learning process Susaie et al., (2022). Students gain experience by experiencing, feeling, and direct learning. Learning experience helps students understand something so they get an overview of the behavior that must be done next Borak et al., (2022). The learning experience will be a memory stored as a provision for students to prepare for what they will do. In summary, the learning experience not only equips students with knowledge but also serves as a valuable memory to guide their future actions.

Each individual's learning experience can occur according to what is done Susaie et al., (2022). Learning experience varies depending on the individual and the specific context in which learning occurs Ørbæk, (2022). However, learning experiences typically involve acquiring knowledge, skills, or attitudes that lead to changes in behavior, thinking, or feeling. In conclusion, learning experiences are highly individualized and encompass the acquisition of knowledge, skills, and attitudes that ultimately shape one's behavior, thinking, and emotions.

Learning experiences can happen in many ways. Kua et al., (2022); Tiwari (2023). It can happen in formal education. It includes structured learning experiences in schools, colleges, and universities. These experiences usually involve a curriculum, textbooks, and exams and are led by trained educators. In addition, learning experiences also occur in informal education. It includes learning experiences outside formal educational settings, such as reading books, attending

workshops or seminars, participating in online courses, or watching educational videos. Then, there is also experiential learning. It involves learning through direct experience through internships, fieldwork, or apprenticeships. The last is social learning, which involves learning from others through observation or interaction. For example, learning from a mentor or coach or through group discussions and collaborative projects. Regardless of the specific learning experience, the process typically involves acquiring new information, practicing new skills, receiving feedback, and making adjustments based on that feedback. Successful learning experiences often involve a degree of motivation, engagement, and persistence on the part of the learner. Learning experiences must be adapted to the needs and characteristics of individual learners. Personalized learning experiences, which consider factors such as the learner's prior knowledge, learning styles, and interests, are more effective than a one-size-fits-all approach.

Knowing the learning experience is important because it can provide an overview of things that are experienced by students Mohammed Ibrahim, (2022). We can broaden the learning experience and how we think about engaging in education Angell & Gunder, (2021). Student learning experiences that are explored can assist teachers in developing learning strategies that are expected to improve the teaching and learning process in the future. In addition, various changes will also be obtained that will not be surprising and avoided because the process of learning from your previous experiences will make you ready for all kinds. The student learning experience can be used as valuable knowledge.

## 2.4. Technology in Education

There are some main purposes of technology Haleem et al., (2022). The first is communication. Technology has enabled people to communicate instantly and across long distances through various devices such as smartphones, computers, and social media platforms Hastomo & Marcela, (2021). The second is automation. Technology has automated many tasks that were once done by hand, making production and manufacturing processes more efficient and cost-effective. Third, we can find the benefit of technology in information access. Technology has made accessing and sharing information easier, allowing people to learn and collaborate globally. Number four is entertainment. Technology has provided us with new forms of entertainment, such as video games, virtual reality, and streaming services.

Then, many experts have defined what education is. Education is the process of acquiring knowledge, skills, values, and attitudes that enable individuals to understand and participate in the world around them Boy et al., (2022). It is a lifelong process that starts from the moment of birth and continues until the end of one's life. Education is not just limited to academic learning but also includes personal development, social skills, and critical thinking Taimur & Sattar, (2019). It helps individuals to understand themselves, others, and the world around them, enabling them to lead successful and fulfilling lives. At its core, education is about creating opportunities for individuals to learn, grow, and develop. It is a tool that empowers people to take control of their lives and make informed decisions.

Education provides individuals the necessary skills and knowledge to participate in society, engage in meaningful work, and contribute to their communities. It is a fundamental human right that should be available to everyone, regardless of socioeconomic background or geographic location.

Education can take many forms, from formal schooling to vocational training, from online learning to self-directed study (Maphalala et al., 2021). What matters most is that it is accessible, relevant, and engaging for the individual. Education is about acquiring knowledge and developing critical thinking skills, problem-solving abilities, and creativity. It is about encouraging individuals to explore and question the world around them and to become active and engaged citizens.

In conclusion, education is a multifaceted process that plays a critical role in shaping individuals and societies. It is about acquiring knowledge, skills, values, and attitudes that enable individuals to participate in the world around them. Education is a lifelong process that should be available to everyone, regardless of socioeconomic background or geographic location. It is a tool that empowers individuals to take control of their lives and make informed decisions, and it plays a crucial role in promoting social, economic, and political development. Education is a fundamental human right that should be accessible, relevant, and engaging for all individuals.

Technology has significantly impacted education in recent years Borak et al., (2022). Here are some of how technology has contributed to education. Technology has made education more accessible to people all over the world. Online courses,

digital textbooks, and educational videos have made it possible for people in remote or disadvantaged areas to access educational resources otherwise unavailable. Technology has also made it easier for educators to personalize learning experiences for individual students. Adaptive learning software, for example, can adjust the difficulty level of a lesson based on a student's performance, ensuring that they are matched. Technology can enhance collaboration. Technology can make it easier for students and teachers to collaborate on projects, share information, and communicate. Online platforms and tools like Google Classroom, Zoom, and Microsoft Teams have made it possible for students to work together on assignments Farida et al., (2022), even when they are not in the same physical location. Technology has also made it possible to create more engaging and interactive learning experiences. Virtual reality and augmented reality, for example, can bring complex concepts to life in a way that is more engaging and memorable than traditional textbook learning. Technology has also made it easier for educators to assess student learning. Online quizzes and tests can be automatically graded, saving teachers time and allowing them to provide students with immediate feedback Inayati & Waloyo, (2022). In summary, technology has revolutionized education by increasing accessibility, personalizing learning, fostering collaboration, creating engaging experiences, and streamlining assessment methods.

Technology has greatly expanded education possibilities and helped create more engaging, personalized, and accessible learning experiences for students. Afterward, technology in education is a system that utilizes technology as a medium



to support learning so that the desired results are achieved. The utilization of technology to support the learning process that has been carried out has a positive impact. The use of technology in learning makes it easy for teachers and students. Various media can be selected according to the goals to be achieved. In short, technology plays an important role in expanding and improving education quality Wulandari & Adning, (2022). In conclusion, technology's vital role in enhancing education quality is undeniable, offering both teachers and students a versatile array of tools and resources to optimize the learning process.

### **2.5. Technology in Improving English Language Learners**

The use of technology in language learning has several benefits Raja & Nagasubramani, (2018). Firstly, it provides learners with the flexibility to learn at their own pace and at their own time. Secondly, it offers learners access to authentic language materials and resources that may not be readily available in traditional classroom settings. Thirdly, technology can provide immediate feedback and personalized learning experiences, allowing learners to focus on areas where they need improvement. Language learning apps are a popular way to improve English language skills Raja & Nagasubramani, (2018). In conclusion, the integration of technology into language learning not only enhances flexibility and access to resources but also facilitates personalized learning experiences, making language learning apps a widely favored tool for improving English proficiency.

A study investigated the impact of using Artificial Intelligence in the English language learning process Lin et al., (2021). The results indicated that AI-based

learning systems improved learners' grammar and vocabulary skills. In conclusion, the integration of Artificial Intelligence into English language learning led to noticeable enhancements in learners' grammar and vocabulary abilities.

In short, technology has the potential to improve the English language skills of learners, particularly those who are non-native English speakers. Mobile apps, online dictionaries, interactive language games, and AI-based learning systems can provide learners the flexibility, access, and personalized learning experiences they need to succeed in language learning.

## **2.6. Speaking Fluency**

Mega & Sugiarto, (2020) stated that speaking is a way that someone does to convey sharing thoughts orally to others. Speaking is an activity to express something to be understood so there will be no confusion in communicating Farizi & Herwiana, (2022). In the Oxford Learner's Dictionary, speaking is an activity carried out by a person with his interlocutor about a certain topic of conversation. Speaking is also defined as the activity of using a certain language to express oneself. It can be done when someone wants to convey his opinion to others so that the other person can understand what he is saying. In addition, speaking is used to produce and receive language containing information to create interaction Zam et al., (2021). Speaking fluency is an essential skill for students to develop, as it can provide numerous benefits in their academic and personal lives.

From the explanation above, students' speaking fluency is the students' fluency in speaking or expressing something without stammering so as not to cause



misunderstandings. Fluency is how fluid and efficient someone expresses ideas, especially in English. Grammar errors can be found in students' speaking performance Merti & Ernati, (2022). Nevertheless, fluency in speaking will make someone comfortable speaking English. Conversation practice is needed for good speaking fluency Hernández, (2021). In conclusion, to achieve good speaking fluency in English, students must prioritize conversation practice and minimize grammar errors.

Students' speaking fluency has many benefits. According to Marin Pacurucu & Argudo-Garzón (2022), students become more confident speaking. They do not feel afraid and anxious when they have to use English. Then, having fluency in English will help students to explain a topic or prove something fluently, clearly, and precisely without too many pauses or hesitations. Speaking fluency is essential for students to develop, as it can provide numerous benefits in their academic and personal lives.

Below are the benefits of speaking fluency for students Boy et al., (2022). Speaking fluency can enhance communication. Speaking fluent means expressing thoughts, opinions, and ideas clearly and effectively. It is especially important in academic settings, where students must communicate their understanding of complex ideas to their teachers and peers. Good communication skills also help students build better relationships with others, both in school and beyond. Speaking fluency can boost students' confidence levels, enabling them to participate actively in class discussions and express their ideas without fear of being misunderstood or judged. This confidence can also extend to other areas of their lives, such as job

interviews or social situations, where strong communication skills are highly valued. Speaking fluency can also help students develop better cognitive function, as it requires them to think critically and quickly. It can help them process information more effectively, make better decisions, and solve problems more efficiently. Moreover, speaking fluency can help students in increasing academic success. Students who speak fluently are often more successful academically, as they can participate in class discussions and communicate their understanding of complex concepts to their teachers and peers. It can lead to better grades and a deeper understanding of the subject matter. Then, speaking fluency can improve memory retention. Speaking fluently can also help students retain information better, requiring them to engage with the material and process it in real-time actively. It can help them remember important facts and concepts more easily, especially when preparing for exams or writing essays.

Speaking fluency can benefit students in their academic and personal lives. By developing strong communication skills, students can improve their academic performance, increase their confidence and cognitive function, and open up new opportunities for personal and professional growth Marin Pacurucu & Argudo Garzón, (2022). In conclusion, cultivating speaking fluency not only enhances students' academic success but also empowers them to thrive in various aspects of their lives.

## 2.7. Review of the Previous Studies

Based on the previous explanation, learners' experience in using technology to improve English speaking fluency needs to be discussed. Several studies conducted show that learners need media to support their learning process. Karwati et al., (2022) examines comparing student learning outcomes when using learning support applications and when not using them. In conclusion, exploring the impact of learning support applications on English speaking fluency is essential.

Many studies have been conducted to reveal the limitation of technology platforms. Silalahi et al., (2022) wrote that the English learning platform's limitations affected students' mastery. It also gives students a lack of opportunities to practice. According to Nugroho & Sakhiyya, (2022) students easily get bored when they have to follow student learning with a limited platform and for a long period of online learning. It made students choose other activities even though the class was in progress. The limitations experienced by students need to be evaluated Supriatna (2023). In conclusion, the limitations identified in various studies underscore the need for a thorough evaluation of technology platforms to enhance students' learning experiences.

With the platform difficulties experienced by students, various studies were carried out. Mauriza & Siregar, (2022) discussed The Analysis of Students' Vocabulary Mastery Who Are Using Tiktok Application. The test results for 8 students prove that 4 students have good average abilities, with a scoring average

of 86.25, and 4 students and those who do not use TikTok, with a scoring average of 44.75. It is evidenced by the vocabulary test, which proves that students using TikTok have good vocabulary mastery. Ajisoko, (2020) discussed using Duolingo to increase students' vocabulary. Other studies also use technology-based platforms for English learning activities. Fan et al., (2023); Sri Redjeki et al., (2022); Winans, (2020). This is supported by Mellisa Abdullah et al., (2023) that motivation had positive relationship with independent learning. In this study, students reported that they needed a motivational boost to improve their skills.

The platform they use to support the English learning process is good, but from many studies, the "English Speaking Practice" application has never been discussed. This application can be installed by students for free. There are many interesting topics that students can choose to train their fluency in speaking English. Moreover, this application is also effortless to use. Therefore, this study aims to explore how useful the application and the student experience are. Then the teacher can use the data to improve the quality of teaching. Students' experiences in using technology in learning are important to be explored. As a result, teachers can understand how students feel about using technology and know what to do next, especially for high school students who already use technology in everyday life, including learning English speaking fluency.

English Speaking Practice is an application that students can use to learn to practice their fluency in English. Moreover, this application has many features that can be accessed for free. Paid applications often make students want to avoid using them. Therefore, English Speaking Practice is a suitable application to be used as a

medium to improve speaking fluency. Students can choose many interesting topics to train their fluency in speaking English. Moreover, this application is also very easy and simple to use. Based on the discussion above, the researcher is interested in conducting research entitled The Learning Experiences of Students in Using "English Speaking Practice Application" as a Supporting Tool to Improve Their Speaking Fluency.



## CHAPTER III

### METHOD OF THE STUDY

This chapter presents method of the study which consist of Design of the Study, Subject of the Study, Instrument of the Study, Procedure and Data Analysis.

#### 3.1. Design of the Study

Qualitative research is a type of research methodology used to gain an in-depth understanding of human behavior, attitudes, experiences, and beliefs. It aims to explore and interpret the subjective aspects of a phenomenon, rather than focusing on numerical data or statistics. Qualitative research is suitable for this research because the data will be collected in the form of perceptions, opinions and feelings that cannot be explored quantitatively through numbers. mentions that qualitative research means for exploring and understanding the meaning of the opinion of individuals or groups.

This research used a qualitative descriptive. It described the quality of relationships, activities, situations, or materials in detail. A qualitative descriptive used in this study because it could provide a detailed, comprehensive, and systematic description of the topic. By using this, researcher could explore experiences and perceptions on the topic of study. Qualitative research allowed for a detailed exploration of phenomena that cannot be easily quantified or measured.

#### 3.2. Subject of the Study

The study carried out in Glorious School. The subject of this study was the students of this school. The sample of this study was the eleventh graders of a



Glorious School for the academic year 2023-2024. The total of students in this study were 34 students. The researcher selected participants with purposive sampling according to the research objectives Sugiyono, (2012). It was a non-random sampling technique used in research to deliberately select specific individuals, groups, or elements. It was employed when researcher tried to gather information from participants who possess certain characteristics, traits, or experiences that was relevant to the research objective. Unlike random sampling methods, purposive sampling did not rely on chance, but rather on the researcher's careful selection of participants who can provide valuable insights or represent particular characteristics of interest. It was commonly used in qualitative research and studies with specific, targeted objectives. Then, 12 students were selected as the sample.

### **3.3. Instruments of the Study**

This study used observation checklist and field note for the observation activity. Then for interview activity, this study used an interview guideline. Observation checklists are important for structured, objective, and efficient data collection, while fieldnotes are crucial for providing context, depth, and qualitative insights. Fieldnotes are particularly valuable in qualitative research, where the goal is to understand the nuances, meanings, and experiences of individuals or groups. In interview activity, the study used interview guideline. They provide the rich data needed for in-depth analysis. The researcher conducted interviews using interview guide to ask questions. It was done to remind the researcher about what should be discussed during the interview. It helped ensure that all participants was asked the same questions, allowing consistency and comparability of data across

interviews Arikunto, (2006). This instrument was suitable to the research because this research focuses on finding out students' experiences, which may differ between students. Validity of instrument involved the English teacher in the Glorious School and the advisor.



### 3.4. Validity

Validity in qualitative research refers to the extent to which the findings accurately represent the phenomenon being studied. Since qualitative research aims to explore and understand the complexity of human experience, behavior, and social phenomena, ensuring validity is crucial to maintaining the trustworthiness of the research results.

This study used content validity Taherdoost, (2016). Content validity in qualitative research refers to the extent to which the research study comprehensively represents the breadth and depth of the phenomenon being studied. It is an important aspect of research quality that ensures findings and conclusions are based on a rich and diverse data set that effectively captures the complexity of the subject under study. In qualitative research, content validity is primarily concerned with the adequacy and relevance of the data collected, the themes developed, and the conclusions drawn from the data. Expert judgement was chosen to validate the instrument in this study by giving it to the teacher and advisor.

### 3.5. Reliability

Reliability related to the extent to which the measurement of a phenomenon provides stable and consistent results Taherdoost (2016). This study used intercoder reliability, which is used when respondents' answers are in the form of assessments, such as question formats, open-ended questions in questionnaires or observation results. This study used open-ended questions.

### 3.6. Technique for Collecting Data

In this study, the data was collected by doing observation and interviews. This research was conducted by observing grade 11 students about their speaking fluency. The researcher explained the material about “Opinion”. Then students were asked to choose from several opinion topics. The researcher invited students to speak English to observe students’ abilities. Then the researcher made notes during the observation about things such as fluency in speaking, word use, pronunciation, and facial expressions of the students. The observer noted the strengths and weaknesses of each student. The researcher provides opportunities for students to practice speaking regularly through relevant student activities, namely introduction applications that students could use as an effort to improve English speaking fluency.

The interview was a qualitative research method where a researcher or interviewer engages in conversations with individuals or groups to gather information, opinions, and perspectives on a particular topic. In this study, the researcher conducted interview in individual conversations. Interview could reach the data needed in research that reviews perceptions Mwita, (2022). Several questions asked to students regarding their experience using the English Speaking Practice application. The advantages and disadvantages regarding the effectiveness of the application displayed honestly based on what students feel.

Qualitative interview selected in this study was based on the objective the researcher wanted to study. The researcher wanted to explore students' experiences using learning applications as media to improve their English speaking fluency. The application used by researcher was the English-speaking practice application which can be installed free of charge.

An open-ended question used in this research. It was a type of question that prompted a detailed and unrestricted response from the person being asked Connor Desai & Reimers, (2019). It encouraged a thoughtful and reflective reply rather than a simple yes or no answer or brief information.

### **3.7. Procedure**

To start the research, the researcher asked permission from Glorious School where the research carried out. Then, the researcher asked for the terms and conditions needed from the school. After the conditions were met, the researcher invited the teacher to discuss the research. The researcher made the observation of students to make the researcher got the students that would be the participants or respondents for this study with purposive sampling Sugiyono (2012). The researcher met the students and explain the purpose of the research. The researcher introduced and explained how to use the application to students. Students was asked to use the application every day with a usage duration of 10-30 minutes which the recording results in the application could prove. Students were required to use the application four times over two days.

Furthermore, the researcher interviewed students regarding students' experiences using the application. The interviews conducted with open-ended questions. The Data analysed after the research was completed to obtain comprehensive results that follow this study's needs. The interview procedure adopted from Creswell, (2009), namely by identifying participants based on the selected sampling, determining the type of interview, preparing the recording device, checking the condition of the recording device, compiling the interview protocol, determining the place, giving informed consent to the participant and respecting the participant by being polite. This research validated by the supervisor based on how well the researcher determines the problem, how to collect the data, how to process the data and how to convince the readers.

### **3.8. Data Analysis**

The first step was to collect data from the results of the interviews. Individual conversations gave students more opportunities to convey their experiences and opinions. Exploring and understanding were very suitable for information in the form of descriptions or explanations Creswell, (2009). The second step was to transcribe the data to produce the theme that would be used. Because the data obtained was recorded from interviews and observations, the data made in the form of written text to facilitate analysis. The third step was coding. It was done to identify themes, concepts and patterns in the data (Miles et al., 2018). Fourth namely grouping, the themes obtained that were grouped to form a more prominent theme. The fifth step was interpretation, exploring the meaning and deep understanding of the data collected in the study. The last step was the presentation



of data. The data interpretation results presented in a narrative form representing the meaning and understanding resulting from the data.

### **3.9. Ethical Code of Research**

This study used Ethical Code of Research to ensure that the research activities was conducted in a responsible, respectful, and accountable manner. It provided a framework that helped researcher maintain the integrity of the research and protect the rights and well-being of all respondents and school involved in or affected by the research process. The researcher changed the school name into Glorious School.

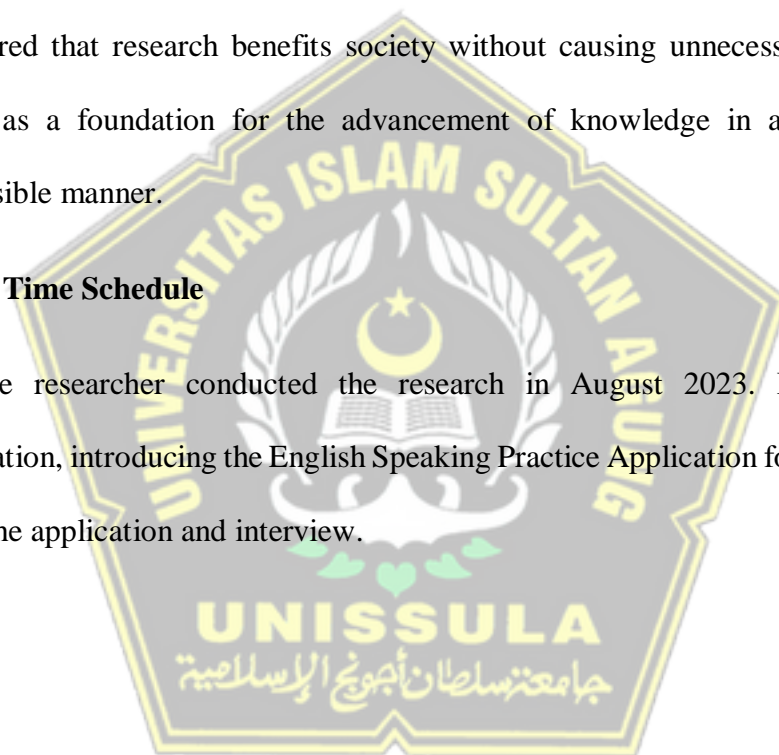
According to Heryana, (2020) This ethical Code of Research was important to protect of Participants' Rights. It established guidelines to ensure that participants' privacy was respected. It included obtaining informed consent, safeguarding confidentiality, and minimizing any potential harm to participants. The researcher used the Ethical Code of Research that contributed to the creation of a body of knowledge that had a positive and lasting impact. Research that was conducted responsibly and ethically was more likely to be accepted, utilized, and built upon by other researchers and practitioners. Following Ethical Code of Research promoted transparency in research methodology and reporting. This transparency was essential for other researchers and the public to understand and evaluate the research process and findings. It also holds researchers accountable for their actions. Ethical Code of Research helped researcher identified and mitigated potential risks and harms associated with their research. By considering the potential of negative impacts of their work, researcher took steps to harm to

participants, communities, and the environment. Ethical Code of Research required researcher to respect the diversity of participants and to avoid discrimination in the study. It promoted inclusivity and ensures that research was representative of various perspectives and backgrounds.

Using an ethical code of research was essential for upholding the values of integrity, respect, responsibility, and accountability within the research community. It ensured that research benefits society without causing unnecessary harm and serves as a foundation for the advancement of knowledge in an ethical and responsible manner.

### **3.10. Time Schedule**

The researcher conducted the research in August 2023. It consists of observation, introducing the English Speaking Practice Application for participants, using the application and interview.



## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presented the result of the analysis related to students' experience in using English Speaking Practice Application as a medium to improve students' speaking fluency. In this study, 34 students involved in the observation process, 12 students were choosed as respondents of the interviews. The analysis was conducted using two instruments, namely observation and interviews with students.

#### **4.1. Profile of the School**

The location of this research is in a State High School in Central Java. Glorius School is a school located in the areas of Central Java. Glorious School (20321838) was established in 1990, with a Service Decree No: 063/O/1991 on June 20, 1991 having its address at Jln. Raya Putat-Pegandon, Kendal. However, in 1995 there was a landslide because it was close to the Bodri river, so in 2000/2001 the location of Glorious School was moved to Jalan Raya Putat-Pegandon – Kendal. Since its founding until now, Glorious School has undergone 11 headmasters until now.

#### **4.2 Validity and Reliability**

Validity and reliability are two fundamental concepts in the field of research and measurement, which are critical to ensuring the trustworthiness and accuracy of any scientific inquiry. These concepts serve as the foundation upon which the validity and credibility of research findings are based. Validity indicates the extent to which a study measures what it claims to measure, while reliability assesses the consistency and stability of such measurements.

#### **4.2.1 Validity**

The validation instrument of this study was based on content validity that used expert judgment. This expert judgment was conducted with the English teacher for the observation and the advisor for the interview guidelines. The result of expert judgment was shown that the questions for the interview and observation are valid.

#### **4.2.2 Reliability**

This research instrument is reliable because the results of this study show similarities. The data shows consistent results. This research uses Intercode Reliability which involves coding and analyzing the data. High intercode reliability shows consistent results and identifies similar themes.

#### **4.3 Findings**

The findings of this study was based on the results of interviews and observations. In this study, 34 students involved in the observation process, 12 students were choosed as respondents of the interviews. They were students at Glorious School. To maintain the privacy of the respondents, their names had been changed.

The data from the interview results were coded to signify the respondents and the questions of the interview. The interviews conducted using Indonesian Language to make it easier for the respondents to answer the questions. The list of questions for interview was attached in appendix. Respondent 1 was assigned to code R<sub>1</sub>, respondents 2 was assigned as R<sub>2</sub> and etc until R<sub>12</sub>. Then, the question 1 was assigned to code Q<sub>1</sub>, question 2 was assigned as Q<sub>2</sub> and etc until Q<sub>13</sub>. For

example question 1 respondent 10 was coded to Q<sub>1</sub>R<sub>10</sub>. Question 5 Respondent 1, 7, 9, and 12 coded to Q<sub>5</sub>R<sub>1</sub>R<sub>7</sub>R<sub>9</sub>R<sub>12</sub>.

From the study conducted, it was found students experience in using "English Speaking Practice as a medium to improve their speaking fluency. The researcher found the codes were broken down into four groups namely practicality, self-efficacy, Strength and weaknesses.

### 4.3.1 Interview

#### 4.3.1.1 Practicality of the English Speaking Practice Application

The first experience students felt regarding using the English Speaking Practice Application was its practicality and convenience. Students find this application very easy to use. The features contained in the application can be easily understood by students even the first time they use it. All students in this study agreed that this application is effortless and practical to use daily. Here are some opinions from students.

"The application is easy. I immediately understood. Even if I don't watch the tutorial, I can understand."  
R<sub>1</sub>Q<sub>1</sub>

"It's effortless, Miss. The application is simple and the menu provided is easy to use. Without a tutorial, I also immediately know how to use it." (R<sub>2</sub> Q<sub>1</sub>)

"It's easy because the instructions are clear. Just click on the title Miss. Then just follow the steps."  
(R<sub>4</sub>Q<sub>1</sub>)

The statements above showed that this application was effortless to use. Students also thought they could know how to use the application without seeing tutorials. An easy-to-use application reduces the need to train users on how to use

the application. It would save costs and time that would otherwise be spent on training. In contrast, complex applications can often cause errors by users who do not understand how to operate them. With a simple interface, the risk of user error was minimized.

The steps for using the application were stated simply and well in this application. For example, in the Practice Feature, there was a command “Choose Practice Partner,” which accompanied by a picture of a character. So what students would do was choosing one of the two images provided. When student had selected a Practice Partner, a “green check” would immediately appear. Then, students could start practicing and become one of the characters. When it was the student's turned to speak, the application would automatically mute the audio and give time for the student to speak. When the student's turned was over, the application would turn on the student partner's audio practice again.

"The appearance of the application is very simple, making it easier for me to learn English speaking fluency." (R<sub>9</sub>Q<sub>1</sub>)

“The application is easy to use because the icons contained in the application are very easy to remember.” (R<sub>6</sub>Q<sub>1</sub>)

The statement above showed that the application had been designed with a very straightforward and uncomplicated appearance, which intentional in order to enhance students’ learning experience while practicing English speaking fluency. The simplicity of the interface aimed to remove any unnecessary distractions, allowing user to focus solely on the task at hand in improving your English speaking skills.



The ease of use of an application could greatly contribute to a positive user experience, and one effective way to achieve this was by incorporating easily memorable icons within the application's interface. Icons were visual representations of functions, actions, or features within the app, and when they are intuitive and simple to remember, they facilitate quick and efficient navigation for users.

“Both Android and IOS can install it.” R<sub>9</sub>Q<sub>2</sub>

“The application is easy to get because it is free.” R<sub>12</sub>Q<sub>2</sub>

“The app is easy to install...doesn't take long...quickly.”

R<sub>10</sub>Q<sub>2</sub>

”It is very easy to get because it requires little storage.” R<sub>6</sub>Q<sub>2</sub>

Students also thought this application was small, so they didn't need to delete other applications on their cell phones. Students could access this application on Android and IOS. These students' opinions further showed that the English Speaking Practice Application is very easy to obtain because it is already available on the Android system, an operating system made by Google designed to be compatible with various smartphone brands. This application could also be installed for the iOS system for iPhone users. The English Speaking Practice application requires a small storage space, namely 26.7 MB (iOS system) and 64 MB (Android system).

The availability of the application for free aligned well with the typical financial situation of students, who often have limited financial resources. It ensured that they could download, install, and use the application without having to worry about making a payment. As a result, the barrier to entry was significantly lowered, making it convenient and effortless for students to acquire the application.

Apart from that, in terms of practicality, students also felt that this application was very flexible.

“It's Good. The application is flexible. It can be used anytime and anywhere, Miss. In class, I can. In the cafeteria, I can. At home, I can.” R5Q3  
The application is very flexible because it can be used as needed. R6Q3.

The statement above showed that flexible applications were needed for students. Flexible time and place made it easier for students to adjust their schedule, activities, and where they do it. So students have more control over how they manage their time and activities. The conclusion from the above interview results regarding students' learning experiences regarding the app as a supporting tool to improve speaking fluency is that each student in the practicality of the English Speaking Practice Application has a variety of opinions. In terms of practicality, students consider that this application is very easy and simple to use. Based on students' experience, they feel that the app is very flexible to be used anywhere and anytime.

In conclusion, the learning experiences shared by students regarding the English Speaking Practice Application overwhelmingly highlight its practicality, convenience, and user-friendliness. Students found the application remarkably easy to navigate, even without the need for tutorials. This simplicity not only enhances the overall user experience but also reduces the time and cost associated with training. The application's straightforward interface and easily memorable icons were designed with the sole purpose of improving English speaking skills without unnecessary distractions. Moreover, the application's compatibility with both

Android and iOS devices, its small storage requirement, and its cost-free accessibility further contribute to its accessibility and convenience for students.

#### 4.3.1.2 Students' Self-Efficacy

The next experience felt by students was regarding Self-Efficacy. It referred to an individual's belief in their own ability to successfully perform tasks, achieve goals, and handle various situations. People with higher levels of self-efficacy tended to approach tasks with a positive attitude, set challenging goals, and put in more effort, which often leads to greater success and personal growth.

“Standard. Not very good and not too bad. R<sub>1</sub>Q<sub>4</sub>

”My ability is very lacking...I don't know what to say.”R<sub>3</sub>Q<sub>4</sub>

“Quite enough because I like English.” R<sub>6</sub>Q<sub>4</sub>

Good enough because I have memorized vocabulary. R<sub>7</sub>Q<sub>4</sub>

“Before using this application. My speaking ability is quite good. I can follow the lessons.”R<sub>8</sub>Q<sub>4</sub>

“My fluency in English is not good.” R<sub>9</sub>Q<sub>4</sub>

“No. My speaking skills are not very good...I don't like studying” R<sub>10</sub>Q<sub>4</sub>

“I have poor fluency skills due to lack of confidence...fear of making mistakes in pronunciation. R<sub>10</sub>Q<sub>4</sub>

Based on question Q<sub>4</sub>, on average, students answered that their speaking fluency skills were still lacking. Some students were confused and afraid when they had to speak in English. Some students felt that their skills were quite good because they had an advantage in English lessons. Students had different responses regarding their speaking fluency skills. From the results of the analysis associated with the results of observations, students who felt they had good enough abilities in speaking skills gave more explanations when they received questions from the researcher. This statement was reinforced by the results of observations made in class, namely when students were asked to explain their opinions. The researcher

found several difficulties, including students who needed clarification about answering questions, students who needed a pause to answer questions, students who were hesitant to choose the correct verb, and students who hesitated to express words in English. However, the researcher also found the advantages students have related to the speaking skills that students have. Before using the application, namely, students can understand the instructions given during observation and can convey their opinions according to the topics provided by the researcher.

Then, students also conveyed their speaking skills after using the application. Students thought their speaking skills were improving.

“Getting better. I can practice my pronunciation using dialogue with the audio as my partner.” R<sub>7</sub>Q<sub>5</sub>

From the statement above, it could be concluded that this application allowed students felt they had a speaking partner. Students thought that it was the application they need because this application allowed students to have other people to talk to offline.

“I feel my abilities have improved although not too much... more confident now.” R<sub>4</sub>Q<sub>5</sub>

"Increased... practice using diverse audio." R<sub>5</sub>Q<sub>5</sub>

“After using this application, my speaking ability has improved a little I think, Miss. I used to be wrong when I wanted to say the word 'an hour'. But now I know the correct pronunciation. I like to practice.” R<sub>7</sub>Q<sub>5</sub>

From the explanation above, students' speaking skills could improve, and even students could remember how to pronounce sentences in English. When students know they can say the words correctly, they will be more confident when speaking. Students also felt there was an improvement even though it was not too significant.

“I'm pretty confident, but I always need encouragement...motivation from others because I get bored quickly. R<sub>11</sub>Q<sub>6</sub>

“I'm convinced because the application is good and easy to understand...I've already proven it.” R<sub>2</sub>Q<sub>6</sub>

”I'm sure because the menu is complete.” R<sub>3</sub>Q<sub>6</sub>

“helpful in improving accents...plays audio on repeat.” R<sub>4</sub>Q<sub>7</sub>

”Very useful... less shy to speak English.” R<sub>9</sub>Q<sub>7</sub>

“Quiz is very easy to be understand...if wrong then I can see the correct answer.” R<sub>11</sub>Q<sub>7</sub>

From the opinions above, it could be seen that students felt that this application was able to help them in developing speaking fluency. Each student had their own reasons such as they were sure because they had felt an improvement, the features in the application were complete so that it helped students in learning, and the variety of audio provided allowed students to choose according to their interests. Although there was an improvement that they feel, students also felt that the improvement is not too significant. Based on the students' experience in using the app, students thought that this application provided benefits in improving accents that support in improving speaking fluency. Other benefits were increasing self-confidence and making it easier to provide understanding of the answers gave in the quiz feature.

In conclusion, students' experiences with the app highlighted the important role of self-efficacy in language learning. Although some students initially expressed doubts and insecurities about their speaking fluency, the app acted as a valuable tool, giving them a sense of partnership and confidence in their abilities. As the students engaged with the app, they noted improvements in their pronunciation and speaking skills. The app's comprehensive features, including diverse audio sources and interactive quizzes, played a valuable role in improving

their speaking fluency. Moreover, the app not only contributed to the improvement in accent, but also boosted self-confidence and facilitated a better understanding of the quiz answers. While the improvement may not be considered too significant by some, it is evident that the app serves as a valuable aid on the road to improved speaking fluency. Overall, this study underscores the potential of such apps in fostering self-efficacy and language development among students, bridging the gap between initial hesitation and increased confidence in their language skills.

#### 4.3.1.3 Strength of English Speaking Practice Application

The next student's experience of using the English Speaking Practice Application is regarding the topics they like in the application. Each student had a variety of answers.

“I like Chat-Small Talk because it is easy.” R<sub>3</sub>Q<sub>8</sub>

“I like the topic of Chat-Small Talk because the conversations are short and very diverse.” R<sub>5</sub>Q<sub>5</sub>

“Daily life. I like it.” R<sub>7</sub>Q<sub>8</sub>

“I choose the topic I'm Rich. Because I like to be rich.” R<sub>10</sub>Q<sub>8</sub>

“I prefer the Daily life, Miss... the teks used more often every day. There was talk about food, gifts.” R<sub>11</sub>Q<sub>8</sub>

“Chat Small-Talk. topics because they are short and interesting.” R<sub>12</sub>Q<sub>8</sub>

From the opinions above, each students had their favorite topics. However, from many topics, students liked topic that was simple and familiar. The topic that had the highest level of interest was the topic of Chat-Small talk with a total interest of seven out of 12 students.



This application presents dozens of topics students can choose based on their interests. Each student has different interests. Each student had diverse background, experience, and personality. It contributed to the variety of their interests. Factors, family environment, and life experiences could shape their preferences and interest in specific topics

There are several benefits that the researcher found based on interviews conducted with students regarding their fluency in speaking.

“The audio is very good because it uses native speakers... I can learn the correct pronunciation... I feel my speaking fluency increase.” R<sub>7</sub>Q<sub>9</sub>

“Improves speaking fluency because audio can be played simultaneously.... So I can repeat the audio if making mistake.” R<sub>3</sub>Q<sub>9</sub>

“The application helps in improving fluency because the audio can be repeated... I can have a dialogue using the audio while reading the text.” R<sub>6</sub>Q<sub>9</sub>

“Application provides simple conversational texts, thereby fostering a desire to learn. R<sub>11</sub>Q<sub>9</sub>

"The benefit that I feel is increased fluency in speaking through quality and clear audio... Intonation is heard clearly." R<sub>12</sub>Q<sub>9</sub>

Yes, this application fulfills the need in learning speaking fluency because...Full features...There are many choices.” R<sub>8</sub>Q<sub>9</sub>

"The application helps in increasing speaking fluency by providing audio in pairs...I can choose who I want to play the role of." R<sub>5</sub>Q<sub>10</sub>

"No Miss, it's not complicated at all." R<sub>1</sub>Q<sub>13</sub>

"No, it's not. The feature provides icons that are easy to recognize. " R<sub>6</sub>Q<sub>13</sub>

"No, it's not. I can hear the audio in the listen feature clearly and repeatably." R<sub>7</sub>Q<sub>13</sub>

The feature is not complicated... the quiz feature can detect correct and incorrect answers quickly." R<sub>9</sub>Q<sub>13</sub>

"No, it's not. I think the feature is very simple and easy to understand because the instructions are clear." R<sub>11</sub>Q<sub>13</sub>

"The features in the app are not complicated and very easy to understand. R<sub>12</sub>Q<sub>13</sub>

From the opinion above, the advantages felt by students were this application gave good audio in the effort of improving students' speaking fluency. By listening to native speakers or well-spoken content, students could familiarize themselves with proper pronunciation and intonation of the language. Students could use this application simultaneously. They could try to replicate what they hear, allowing them to improve their own pronunciation skills. Based on students' experience, the features in the application were uncomplicated and very simple. The application provided icons that are easy to recognize and instructions that were easy to understand.

In conclusion, the English Speaking Practice Application has proven to be a valuable tool for students aiming to enhance their speaking fluency. The diverse range of topics catered to individual preferences and backgrounds, reflecting the varied interests of the students. Notably, the Chat-Small Talk topic emerged as the favorite among a majority of students due to its simplicity and familiarity. The application's ability to provide quality audio, featuring native speakers and clear pronunciation, was highlighted as a significant advantage. Students found it easy to use, with uncomplicated features and clear instructions, further contributing to its effectiveness. Overall, this application serves as a versatile resource for students

looking to improve their speaking skills, adapting to their unique interests and preferences while offering a straightforward and user-friendly experience.

#### 4.3.1.4 Weaknesses of English Speaking Practice Application

Although this application had various advantages, this application certainly had some disadvantages. Students had mixed answers about topics they do not like on the application

"The topic of Debate Arguments doesn't interest me. I don't really like complicated things." R<sub>8</sub>Q<sub>11</sub>

"I am not interested in the topic of Argument Debate because I prefer short daily activities." R<sub>5</sub>Q<sub>11</sub>

"I don't really like the Complains topic because I don't think it's interesting." R<sub>3</sub>Q<sub>11</sub>

"Broken Vacuum... because I don't think that topic is too important." R<sub>6</sub>Q<sub>11</sub>

"I don't like it when ads appear when I'm choosing a topic. I find that very disturbing." R<sub>5</sub>Q<sub>12</sub>

"Difficulties when starting to study but the application stops itself ... makes me have to wait." R<sub>6</sub>Q<sub>12</sub>

"I had a hard time when I didn't have internet. When I don't have internet, I can't open the app." R<sub>8</sub>Q<sub>12</sub>

"I experience problems when I lose focus... because the application is on a smartphone, so I often open other applications when I see notifications." R<sub>10</sub>Q<sub>12</sub>

Even though it had dozens of topics, there were topics that not of interest to students. They didn't really like topics they found difficult such as topics of debate

and complaints. As mentioned above, advertisements sometimes appear when students are studying. It was quite annoying, but the developer had a purpose for advertising. Advertising was one way to generate revenue. Application developers need funds to finance further development, maintenance, repairs, and upgrades to app features. Revenue from advertising could help in meeting these financial needs. Another weakness of the application was when the application stops or errors. Application that required an internet connection might experience problems if the connection was unstable or doesn't exist at all. It could cause the app to crash or give an error message. In addition, intensive use of the application or too many features in a short time can overload the application and cause crashes or errors.

In conclusion, while the English Speaking Practice Application offered numerous benefits to students seeking to improve their English speaking skill, it was not without its shortcomings. The presence of topics that failed to captivate the interest of some students, particularly those involving complex subjects like debate and complaints, posed a challenge. Additionally, the occasional appearance of advertisements during study sessions, though understandable from a developer's financial perspective, proved to be a source of annoyance for many. Furthermore, the application's dependency on a stable internet connection made it susceptible to disruptions in service, potentially causing frustrating crashes and errors. Moreover, excessive use of the application could overload its features, leading to similar issues. Despite these weaknesses, it's important to recognize that every application faces its own set of challenges, and these issues can often be addressed through continued development and user feedback.

### 4.3.2 Observation

The observation results showed that each student had various speaking fluency abilities. After getting the material about “Opinion”. Students were given the opportunity to determine and make an explanation of their opinion on one of the topics. There were six topics that students could choose from: hobbies, interests, travel, place, school, and education. On average, students chose hobbies, interests and place. Students were asked to express their opinions using English in turn.

Observations found students' ability in speaking fluency. Some students were struggling with incoherent speech, often pausing and encountering difficulty with words, indicating a low level of fluency. Some students exhibit limited fluency and hesitates frequently while speaking. Students demonstrated moderate fluency but occasionally hesitates during their speech. In contrast, the rest of students possessed good fluency, displayed confidence in their speech and minimal hesitations, indicated a higher level of proficiency in verbal communication

There were also discoveries in the use of words as follows some students had a basic vocabulary with limited word variety, students possessed an adequate vocabulary, and some students exhibited a moderate variety of words in their speech. Meanwhile, in pronunciation found the results as follows some students had a noticeable accent with occasional mispronunciations, some students had a mild accent with a few mispronunciations. Next was the observation in facial expressions so that the following results were obtained some students displayed limited facial expressions, some students exhibited minimal eye contact during their speech, some students had moderate facial expressions with occasional eye contact,

some students displayed engaging facial expressions and maintain good eye contact and some students are highly expressive and consistently maintained eye contact throughout their speech.

Overall, the 34 participating students exhibited a wide range of speaking abilities, from those with significant challenges in fluency, vocabulary, and pronunciation to those who are more proficient and confident in their communication. Additionally, their use of facial expressions and eye contact varies, which can also impact their overall effectiveness in speaking. These observations highlight the diversity of skill levels and areas for improvement among the students.

In conclusion, the findings from our observations underscore the remarkable diversity in the speaking abilities of the 34 participating students. These abilities encompass a spectrum, ranging from individuals who grapple with significant challenges in fluency, vocabulary, and pronunciation, to those who exude proficiency and self-assuredness in their communication. Furthermore, the students' aptitude for using facial expressions and maintaining eye contact varies significantly, further influencing their overall effectiveness in speech. In essence, these comprehensive observations reveal a rich tapestry of skill levels and potential areas for enhancement across the student cohort. This insight serves as a valuable foundation upon which educators can tailor their instructional strategies to cater to the unique needs and aspirations of each student, fostering growth and development in the realm of spoken English.

#### **4.4 Discussion**



Based on the result of the observation and interviews, researcher found the learning experiences of students in using “English Speaking Practice Application” as a supporting tool to improve their speaking fluency. The result showed that The English Speaking Practice Application was considered easy to use by students for a variety of reasons. The application designed to provide a user-friendly and intuitive experience, which greatly contributed to the ease of the use. Technology can provide opportunities for students to learn so that it can attract students' attention. It was supported by Nugroho & Sakhiyya, (2022) found that students tend to become disinterested when they are required to engage in extended periods of online learning using a restricted platform. This often leads students to opt for alternative activities, even while the class is ongoing. The English Practice Application can be used as a tool to overcome this limited platform. Technology can be used to motivate students in learning foreign languages. Integrating technology into foreign language learning can significantly enhance students' motivation and engagement. In this study the use of technology based applications motivated students to learn independently. Motivation had positive relationship with independent learning. In this study, students reported that they needed a motivational boost to improve their skills.

Based on students' learning experiences, they argued that there were many conveniences they feel. This application provided many conveniences such as the small size of the application making it easier for students to install, clear audio making it easier for students to know how to pronounce correctly, students felt they have a partner in practicing English fluency because this application provided a

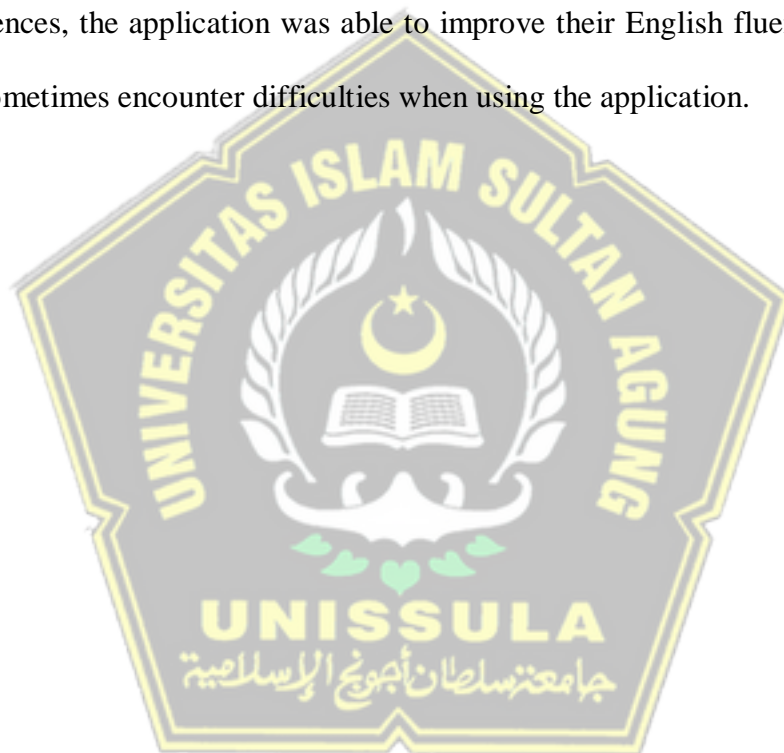
dialog feature. The appearance of the application was simple making it easier for students to focus on the core. A simple design allowed the content and functionality of the application to take center stage. It was important for applications that prioritized delivering information and lessons.

From the explanation above, it could be seen that technology based applications could help in improving students' English language skills. It was supported by the previous study. A study conducted by Mauriza & Siregar, (2022) showed that application can improve students' mastery especially in vocabulary. The title of the study was The Analysis of Students' Vocabulary Mastery Who Are Using Tiktok Application. The previous study focused on Tik-Tok application. The results of both studies showed that the application was able to improve students' ability in their English language skills.

Although students felt that the application had many advantages in improving their speaking fluency, students also had some unfortunate experiences regarding the difficulties they encountered when using the application as a supporting tool to support their speaking fluency. The difficulties they experienced include the application sometimes stops itself and cannot be operated so students have to wait for a while to start using the application again, other difficulties were because this application was an online application that required students to have internet, students also disliked topics that they considered uninteresting.

From the study conducted on the students' experience of using this application, there were more advantages than disadvantages in improving their

speaking fluency. It was crucial to explore how learning support applications affect English speaking fluency. It was supported by the research carried out by Karwati et al., (2022) that it was essential to investigate the impact of learning support applications on the development of English speaking fluency. They conducted a study to investigate the differences in student learning outcomes when utilizing learning support applications versus not using them. Based on students' learning experiences, the application was able to improve their English fluency. Although they sometimes encounter difficulties when using the application.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section is conclusion of the research and the second section is suggestion.

#### 5.1 Conclusion

This qualitative study aimed to explore the students' experiences in using "English Speaking Practice" Application as media to improve English speaking fluency. In this study, 34 students involved in the observation process, 12 students were choosed as respondents of the interviews. The study involved students of Glorious School to become the participants in this research. Based on the findings and discussion in the previous chapter, the researcher drew the conclusion.

English Speaking Practice application is an app contained several features, namely read, listen, quiz, practice and record features. It could be downloaded for free on iOS and Android systems. Based on students' experiences, they said that they felt their speaking fluency improved. On average, students thought that the improvement came from the native speaker audio that supported them to engage in dialogue and roles. The average student also found it was easy to get the app as it could be installed freely. They also found that the application was very simple and easy to use. On average, however, the students also found it inconvenient when using the application. Some students argued that although this application could be installed for freely, they still had to pay to buy quota because this application was an online application. Based on the students' experience, they sometimes

could not open the application because the application suddenly stopped itself. The inconvenience that students felt was also found in the advertisements that appeared when they were studying.

## 5.2 Suggestion

Based on the findings of the study, the researcher would like to give some suggestions for the English teachers, students, and further researcher.

### 1. The English Teachers

English Teacher may recommend English Speaking practice Application to students for their independent practice. This can be the effort to help them improving their speaking fluency.

### 2. The Students

It is suggested for students to practice their speaking fluency independently at home on their free time using the application.

### 3. Further researchers

For further researchers who are interested in conducting similar research, this research can be used as a reference for them to support their research. It is also recommended for further researcher to take longer period of time to give students more opportunities to explore the application. Also, the researcher may conduct this study on different levels of students. It can be conducted in other school to know their experiences in using “English Speaking Practice” Application.

#### 4. The Application Developers

The researcher suggests the application developers to provide offline access. Providing the option to download lesson materials and exercises for offline use are very convenient, especially for users who have limited internet access. Then, the application developer can add daily exercise challenges by providing challenges and rewards to keep users motivated. The application developers can also complement the application by providing a feedback menu and progress report. Provide detailed feedback on user performance and progress reports to help users identify areas for improvement.





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